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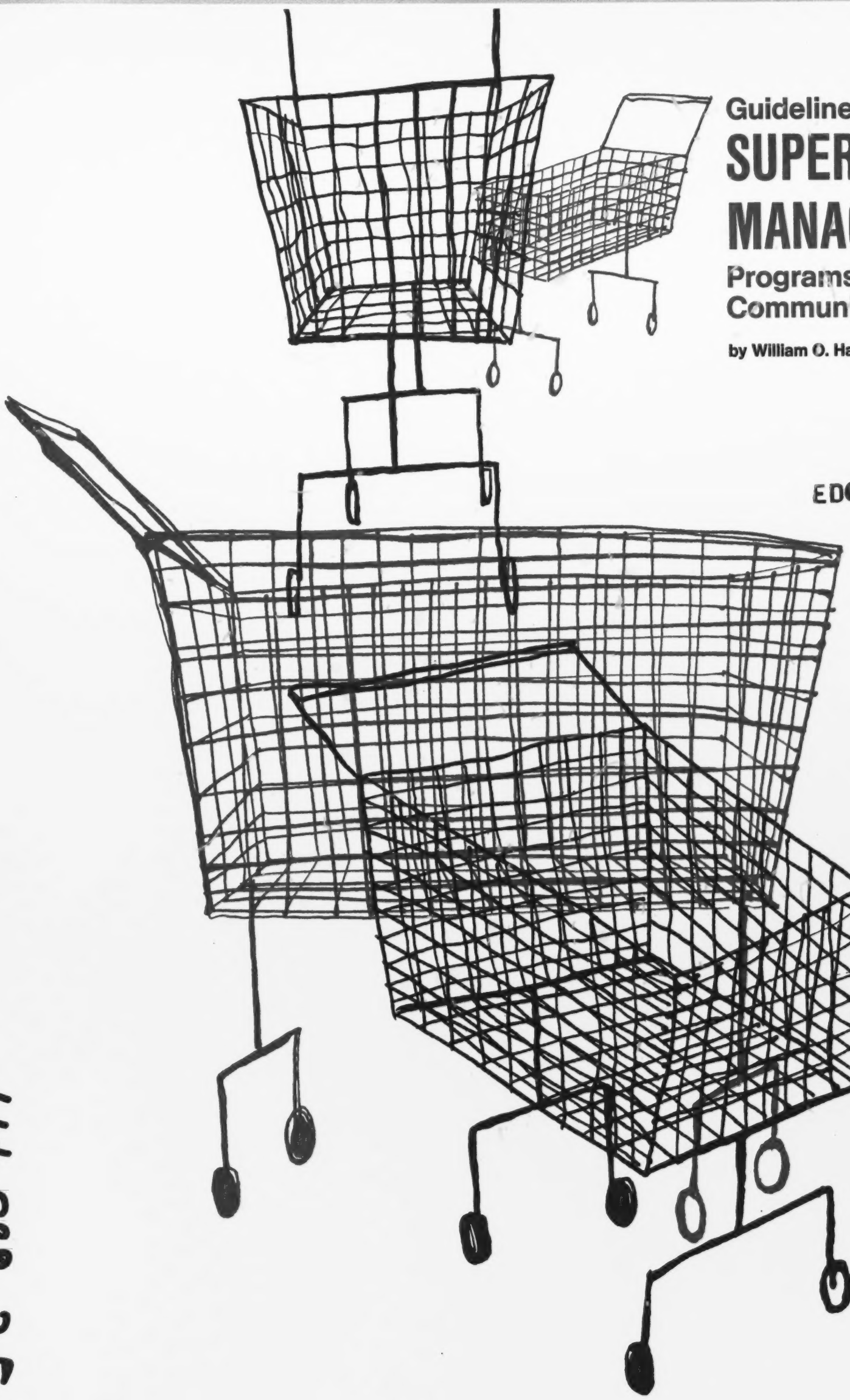
Unprecedented growth and technological advances in the food industry have created a need for well-trained supermarket management personnel. The community college is able to fill this need by offering sound 1- and 2-year career-oriented programs in this rapidly expanding area. This document contains suggestions for developing these programs, including guidelines for: (1) surveying the community, (2) selecting an advisory committee, (3) setting program objectives, (4) possible curriculum patterns, (5) faculty recruitment and selection, (6) recruitment of prospective students, (7) dissemination of program information and public relations, (8) funding, and (9) program evaluation. It also includes four possible programs that would appeal to and effectively serve food industry employees desiring to improve their promotional potential, high school students planning a career, and junior college students not yet certain of an educational or vocational goal. These programs are a 2-year program leading to an associate degree, a part-time program, a summer program, and an alternate semester program. (MC)



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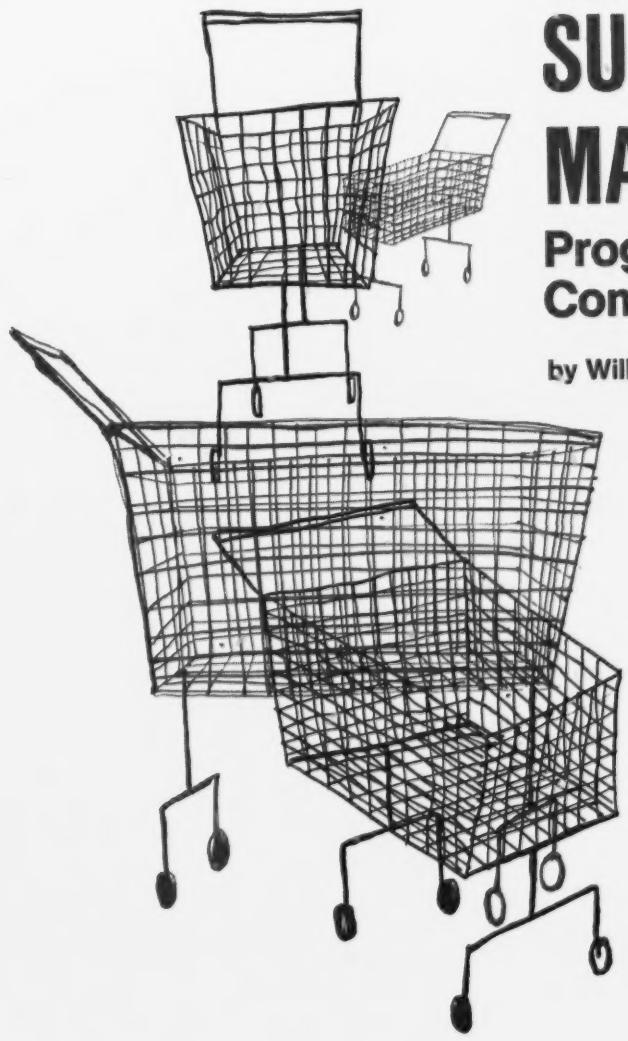

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UNIVERSITY OF CALIF.
LOS ANGELES

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FOREWORD

This publication was developed by the Occupational Education Project of the American Association of Junior Colleges. The project represents the Association's efforts to provide guidance for those junior colleges presently involved in the development of occupational education curriculums.

The author, William O. Haynes, is well known in the field of supermarket management. He is presently supervising coordinator for the Food Distribution Curriculum, Western Michigan University, Kalamazoo, Michigan.

This booklet was developed with the assistance of a national supermarket advisory committee, composed of educators and members from the industry. In addition to Mr. Haynes, members of the committee are as follows:

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THE FOOD DISTRIBUTION INDUSTRY

The task of providing the food needs and wants of 200 million Americans is carried on by a system — with the supermarket at the focal point — which is the envy of the world. We eat better at a lower percentage of our after-tax income (18 per cent) than any other nation in the world.

Of all United States industries, the food industry is by far the most extensive. In numbers of people employed, it exceeds transportation, communications, public utilities, the steel and automobile industries, chemical manufacturing, and mining operations combined. Approximately one out of four Americans is directly or indirectly involved in growing, processing, and selling food.

As the food industry looks to the future, it is faced with unprecedented growth. Continued increases in population, estimated to reach 223 million in 1975 — 75 per cent of whom will live in metropolitan areas, will have a profound effect on industry sales. Total combined incomes in each of the 70 million households are expected to average $11,300. Combining these two facts, the total U.S. food market should escalate to 104 billion dollars from a 1967-level of 74 billion dollars. Thus, the outlook for the food industry is indeed promising — more people with more money means more food sales.

Add to this the thrust of technological change in the industry, the search for new and better methods, the avalanche of new products, increased competition, all of which will require thousands of high-caliber personnel at all levels. Career possibilities in the dynamic food industry will be unlimited for young people who are properly educated and motivated.

As a food industry executive recently stated: "There is no other industry on the American economic scene today that represents the challenging, dynamic vitality of growth that will be found in the food distribution industry of the future. The supermarket segment of food distribution is scarcely a generation old, but it represents revolutionary concepts in technology of distribution and mass merchandising which will command knowledgeable people by the tens of thousands to guide its course along the road to maturity."

At the focal point of all food industry operations is the supermarket. In 1967 our 200 million citizens spent just over 74 billion dollars in more than 226,000 retail food stores for home consumption. Of this total, 72.3 per cent, or nearly 54 billion dollars, was sold through supermarkets which account for only 15.4 per cent of all food stores.

Besides being a gigantic and vital business, it is a necessary and fundamental business providing employment for nearly 2,000,000 people. This work force occupies a variety of jobs. Someone once counted 249 different jobs in the food business from stock assistants to store managers, from warehousing to advertising. However, store operations form the backbone of the business, and most of the opportunities are in that area. As in any other business, the focal point lies where the product meets the customer. Today, and in the future, the greatest demand for well-prepared people is in the area of supermarket management.

The food industry, particularly supermarket management, is a field of opportunity for dedicated people who strive for achievement, personal growth, and utilization of the imagination. In this dynamic industry there is excellent opportunity for advancement. A leading food industry trade journal, *Progressive Grocer,* projects an annual growth rate of 5 per cent per year for the next decade. It is also estimated that 1,000 new supermarkets per year will be constructed for a total of 10,000 by the end of the decade. Each market will require a management staff of seven or more persons. Also present in the industry are training programs, good regular income and benefits, pleasant working conditions, interesting and challenging work, abundant security, and the exciting opportunity of working with and through people. Thus, the individual can have opportunity plus security in one of the nation's most exciting and rewarding industries.

Recently a top executive of a supermarket company stated, "You and I are engaged in far more than the usual profit-making endeavor. We share a trust, a responsibility that affects the lives of people — those who work for us, those we serve, and those who have entrusted their savings to us. This trust also involves the well-being of present and future generations; it is directly concerned with the nutrition and the health of our children, and it is a key factor on which the physical, mental, and moral strength of our nation depends."

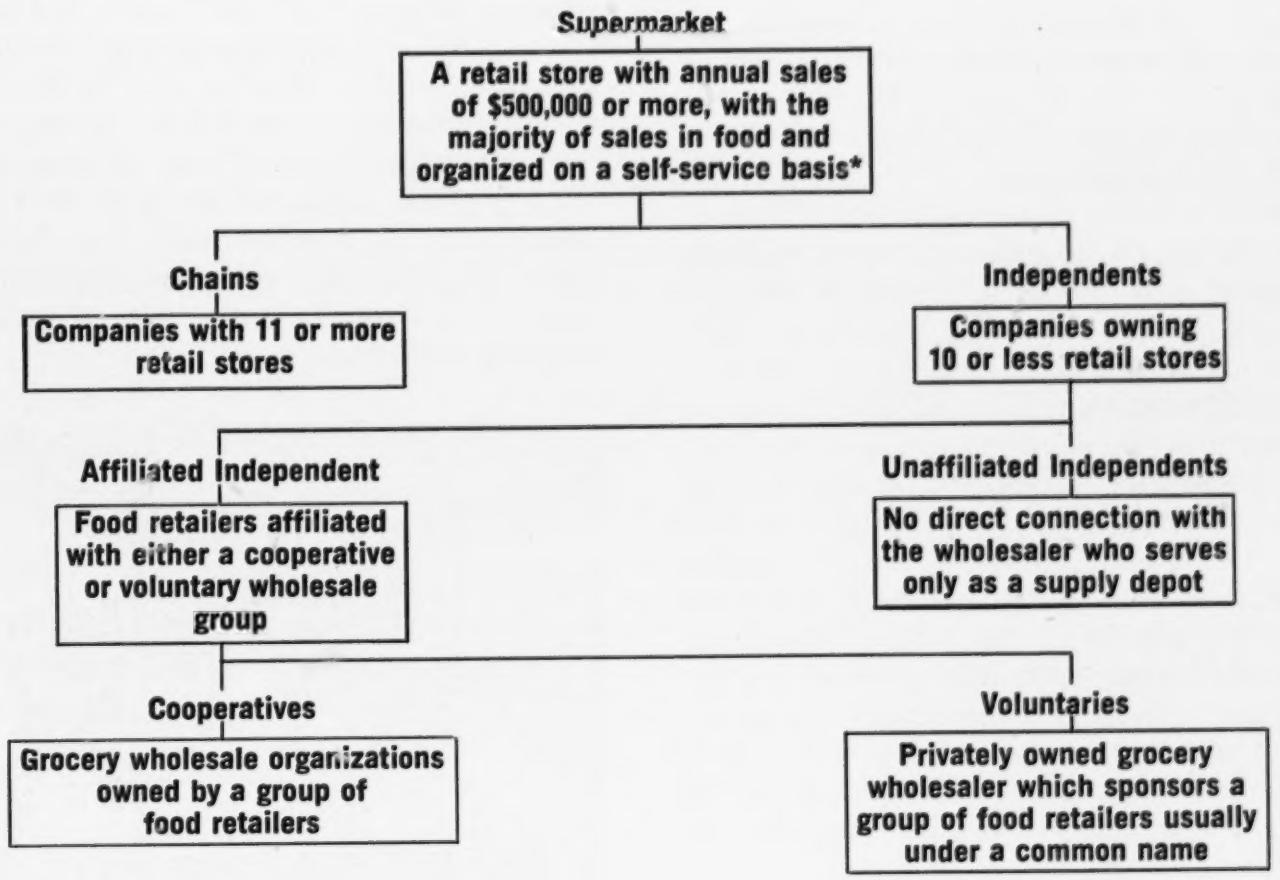
We can safely say that a career in the food business offers all one could want in their life's work. It truly offers self-fulfillment through the opportunity to serve mankind.

THE NEED FOR SUPERMARKET MANAGEMENT PERSONNEL

Growth is the word in the supermarket industry of the future — the projected growth of 1,000 new supermarkets each year for the next decade! Each one will require a minimum management staff of seven to ten persons. Add to this management requirements from normal turnover, and a total of 130,000 to 160,000 management personnel will be needed in the next ten years!

People are the key to the future of any business firm, and the supermarket is no exception. Supermarket products, layouts, equipment, advertising, architecture, price strategies are quite similar. It is only through employees led by mature management

SUPERMARKET INDUSTRY STRUCTURE

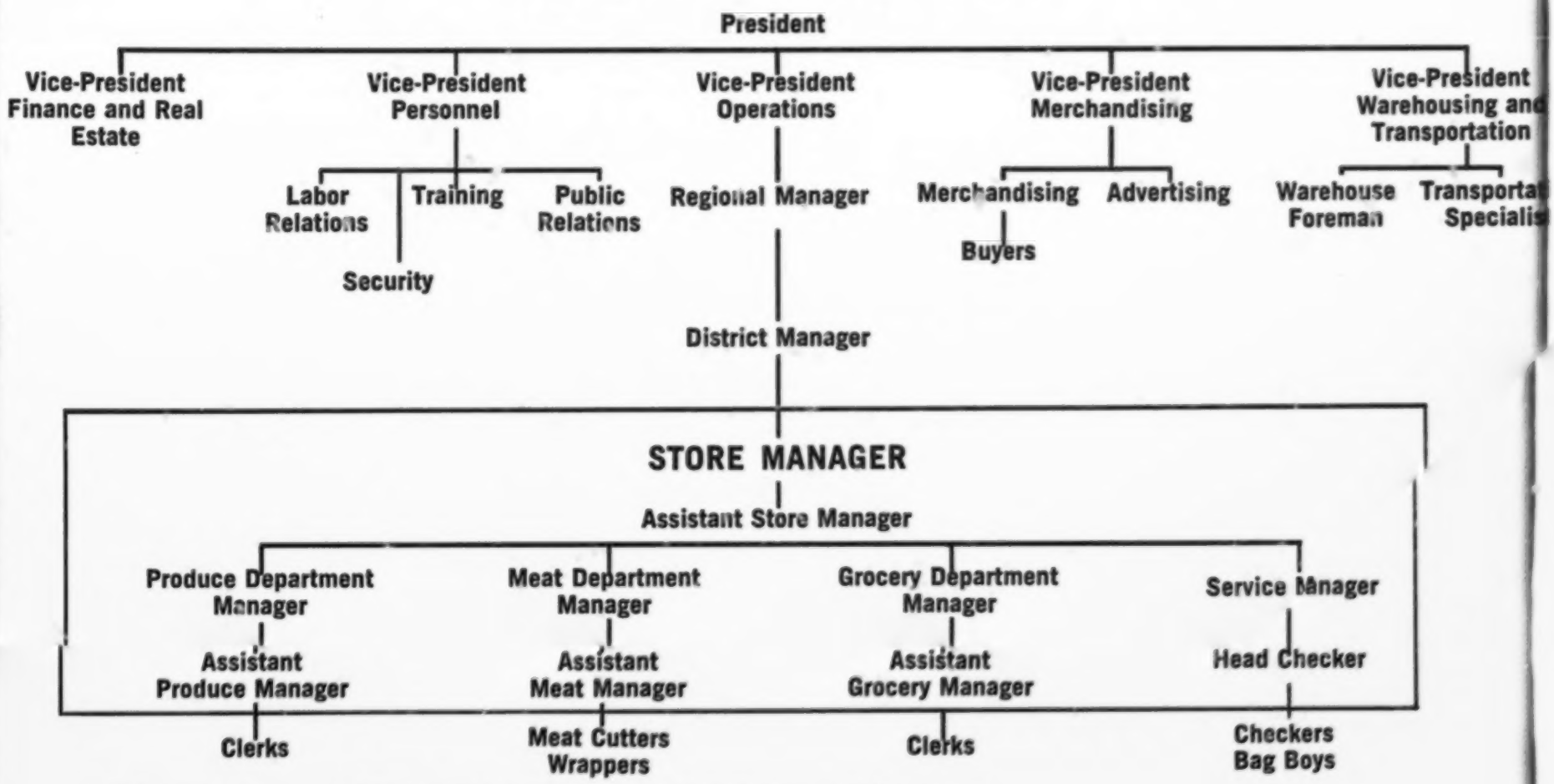

Supermarket
A retail store with annual sales of $500,000 or more, with the majority of sales in food and organized on a self-service basis*
Chains
Companies with 11 or more retail stores
Independents
Companies owning 10 or less retail stores
Affiliated Independent
Food retailers affiliated with either a cooperative or voluntary wholesale group
Unaffiliated Independents
No direct connection with the wholesaler who serves only as a supply depot
Cooperatives
Grocery wholesale organizations owned by a group of food retailers
Voluntaries
Privately owned grocery wholesaler which sponsors a group of food retailers usually under a common name

*** Other Self-Service Food Stores**

Convenience (Bantam) Stores: A small food store using supermarket merchandising principles and located on traffic arteries to suburban areas. These stores feature ample parking in front, a modern, attractive building and fixtures, effective lighting, as well as longer operating hours on a seven-day-a-week basis.

Superettes: A small food store offering limited self-service, a poor merchandise mix, and geared to past operating procedures. Such stores are located in congested residential areas with limited on-street parking and in older buildings.

JOBS IN A SUPERMARKET COMPANY



Area in box shows supermarket management jobs which will be tied in to a community college program.

that profitable differences can be realized. In the past the unparalleled progress of supermarkets must be credited to people. And yet, one of the unfilled needs of supermarket owners is trained, qualified, dedicated men and women to lead existing supermarkets to higher levels of accomplishment and to staff the new stores being built.

Many changes have occurred since the initial stages of the supermarket in the early 1930's. The concept of management has been evolving through the years as the supermarket emerged. A higher level of sophistication is evident in the style of management employed today. The retailing of food has become more complex. Management of a supermarket requires more than a knowledge of stacking cans on a shelf.

Because of these changes requiring a higher degree of management skill, the community college through its potential for occupational education programs and its experience with middle management programs, is in an excellent position to meet these needs. It is clear to many food industry people that the community college is uniquely qualified for a new relationship with the industry. The graduate of the community college who has received specialized training will find excellent opportunities awaiting him in the supermarket industry. His rate of advancement in most cases will be faster than a community college graduate without such training.

What, then, are the "dimensions" of a supermarket which creates the need for such a well-educated manager?

It is a job which requires close attention to many details. Real management challenges come from the fact that today's typical supermarket, according to a study published by Super Market Institute (an industry trade association), has multimillion dollar annual sales ($2,160,000), has an area of 20,000 square feet of floor area, serves over 7,500 customers per week, represents an investment of over one-half million dollars, employs 30 to 50 people, stocks 7,500 different items, and operates on a very close pretax net profit margin of less than 2 per cent on sales. Add to this the extremely keen competition between markets, and the store management team has a real task on its hands which calls for special resources and talents.

What are the components of the supermarket management team?

Store Manager: One of the most vital positions in the entire food distribution industry is the store manager. His job is a complex one requiring a high degree of management ability combined with practical knowledge and experiences. He has the responsibility of motivating the team which he leads. Specifically, he coordinates the entire supermarket operation and directly supervises department heads, the service manager, and the assistant store manager. He directs the store sales promotion and merchandising plans, controls operating costs, and protects store assets. He maintains good customer relations, secures personnel, and supervises training and development. In short, he is responsible for the profitable operation of the entire store. The store manager of today and tomorrow must be a combination efficiency expert, product specialist, systems analyst, coach and public relations man, as well as a manager.

Assistant Store Manager: Essential to the success of a supermarket is the assistant manager. The understudy to the store manager, the assistant manager shares specific assignments in the areas of activity of the manager, usually with specific responsibilities for some parts of the management function. He is in charge of the store during the manager's absence and therefore needs many management skills. With stores open seventy to eighty-five hours weekly, the assistant manager receives many opportunities to develop his managerial talents.

Department Manager: Each supermarket, depending on size, will have three or more department managers. Their responsibility is to operate successfully a division of the store such as grocery, meat, produce, dairy, frozen food, bakery, general merchandise, etc. The department manager is in charge of ordering, receiving, price marking, merchandising, promotion, display, planning and supervision of the department, including the assistant department manager and clerks. Considerable product knowledge is necessary for these positions.

Service Manager or Front-End Manager: A key position on the supermarket management team, the service manager must be proficient in customer relations while supervising the front end of the store. In the process of exchanging money for goods and services, the front-end staff comes in contact with every customer. The service manager supervises checkers, baggers, and carryout boys, frequently the largest specialized staff in the store. The service manager prepares work schedules to provide maximum customer service at the lowest cost as well as coordinating the maintenance of the front-end equipment. In addition, the service manager is responsible for the maintenance of many store records and directs the handling of and accounting for store cash and checks.

Allowing for variations among companies, these are the management positions available in our nation's supermarkets. Although functions may vary from company to company, each one is exciting, necessary, rewarding, and challenging to those who are qualified.

Also to be considered here are the many middle management and staff positions available in food wholesaling and retailing companies. These are headquarters positions in buying, merchandising, advertising, field operations, personnel, real estate, product specialist, etc. However, one usually needs to learn and demonstrate the ability to manage a store before middle management positions become available. A two-year, career-oriented program can substantially improve a young person's chances of attaining management positions in the industry.

THIS IS THE CHALLENGE — to search out and develop young people who can qualify for supermarket management. The method is through cooperative endeavor with the nation's community colleges.

COMMUNITY SURVEY OF INDUSTRY NEEDS

Basic to the consideration and development of a supermarket management education program is a determination of the need for such a program in the area served by the community junior college. Also to be determined is the interest and willingness of the supermarket industry to cooperate. Such a survey could be organized and conducted by the institution's program development specialist, distributive educator, the chairman of the business department, or director of vocational education. Other choices outside the institution might be a professional survey specialist or trade association executive.

Specifically, the survey will need the following information to determine the scope and nature of the program to be organized:

1. Types and numbers of job opportunities for graduates of the program
2. Entry occupational requirements (skills and knowledge) for each position
3. Definition of advancement opportunities for graduates and requirements for advancement up the store-management job ladder
4. Available salaries, benefits, and training programs

5. Cooperative work experience (on-the-job or internship training) opportunities available in the area for student placement

6. Development needs of the industry in the area of employee upgrading

7. Possible advisory committee members

8. Identification of part-time instructors, guest lecturers, or field trip opportunities in the area food industry

9. Determination of employed college-age youth who need or desire additional occupational education

10. Discovery of curriculum directions—comments made by management personnel which reflect the dynamics and requirements of the industry

11. An evaluation of the enthusiasm displayed by industry people—must be more than mere tacit acceptance of the basic idea.

Essential to a meaningful community survey would be data pertaining to the number of supermarkets, number and classification of store management personnel, management turnover rate, expansion plans, and location of stores. Other kinds of supporting data may be obtained from governmental agencies, chambers of commerce, and newspaper route lists.

Supporting information on the industry in general should be collected from industry literature. Proceedings of important industry meetings will relate food industry changes, challenges, and problems — particularly in the area of personnel needs. A search of classified advertisements in trade papers or the general press may provide some useful information.

An important action will be to visit the industry at the headquarters offices in the area. If this is not possible, a visit should be planned to the zone or district office closest to the institution. The important factor is to visit with the decision makers — the personnel managers or operations managers. It is also important to be on excellent terms with the local store manager to secure from him names of company executives and their positions which will take the investigator to a level where policy is made.

The survey of community needs should be as inclusive as possible. Every trade factor in the area should be consulted. These include: food chains, voluntary group stores, retailer-owned group stores, convenience food stores, plus supporting groups such as food wholesalers, food processors, food brokers, equipment suppliers, and trade publication offices.

A supplementary source of information is the food-trade associations. These groups, listed in the appendix, occupy a unique position in the industry and will be most useful in providing survey information. Not only do associations supply information, but they can arrange contacts, encourage member cooperation, and provide introductions to industry executives. Of great value in the survey will be the education and/or training committee. Their perspective of the industry will complement that of the company operating people. The Super Market Institute will be most helpful in supplying industry contacts.

A comprehensive survey collecting data such as outlined above will be most useful to those responsible for program development in the community college. It will provide an excellent starting point because of the contacts made and will be a demonstration to the food industry that the institution is concerned about the manpower challenges identified.

Out of such well-planned relationships will come desirable support and an interest in continuing the survey even after the program is in motion. The food industry will welcome this kind of concern for its future.

There are substantial advantages to the community college personnel as a result of direct involvement in the major efforts of the community survey. Out of this activity, potential advisory committee members are identified, future coordinators of work experience programs become known by potential work-station supervisors, and a new relationship with area business is initiated.

THE INDUSTRY ADVISORY COMMITTEE

During the process of conducting a community survey, it will be wise to select a steering committee to appraise the results. This would be a small group of perhaps six or seven members representing important factors in the industry. The steering committee precedes the formal appointment of a larger formal advisory committee for supermarket management education. The steering committee should consist of people who know and can represent the food industry well.

It is to this steering committee that the staff member in charge goes for suggestions while becoming acquainted with industry people, with the situation in the industry, with relationships between businessmen, and with the conflicting interests of various business groups before recommending the membership of a formal advisory committee. He cannot risk alienating an important group by reason of an error in naming an advisory committee.

A community college occupational education advisory committee may be defined as a group of persons selected from the community to advise educators regarding occupational education programs. The advisory group is usually formally organized and is appointed by the proper institutional authority for a definite term.

For the best interests of community colleges and the food industry, harmonious working relationships must be maintained through a two-way system of communications. Advisory committees perform this significant function. Advisory committee members should be respected, recognized experts in food distribution who can speak for the industry and community as well as carry to the business community the message of the educational institution.

Samuel M. Burt of the W. E. Upjohn Institute for Employment Research describes the relationship with education in *If I were a Member of a Vocational-Educational Advisory Committee.*

If you want me to advise you, I will feel a lot more comfortable if I know something about you and the environment in which you are operating! And while I am learning, I am not only becoming involved, but hopefully, am becoming identified with you, the school, and the problems of the educational system. If you can get me to this point, you can be assured I will be an active participant in the school program and the advisory committee. As a matter of fact, I will be doing my best to go beyond offering advice, and actually cooperate with you in achieving your goals for your program.

Experience from several quarters would suggest the following as functions of an advisory committee:

1. Advises the college administration on the educational and training needs of the supermarket industry
2. Informs the college on changes in the industry which affect the development of an effective program
3. Recommends prospective students for the program based on qualifications required by the industry
4. Promotes and publicizes the program in all possible ways within and without member firms
5. Advises the college on curriculum patterns and specialized course content
6. Provides training stations for supervised on-the-job work experience
7. Assists in obtaining jobs for graduates who have successfully completed the program
8. Provides learning materials for the specialized courses for use of instructor and students
9. Arranges enriching experiences for staff and students
10. Assists in continuous program evaluation
11. Provides financial assistance in the form of facilities, supplies, equipment, scholarships, etc.
12. Participates in career counseling.

A guiding precept in the development of a successful program is a full utilization of a well-organized advisory committee. It is truly amazing what an effective advisory committee can do for a program. As it becomes involved and committed, which usually leads to a successful program, the committee will be unstinting in its support.

The advisory committee should be made up of members whose combined backgrounds and experience are representative of the food industry. It is advisable to have a compatible group of executives in middle-level positions. A "blue ribbon" committee of presidents and vice-presidents is not always the best approach.

Typically, committees have from six to sixteen industry members with college officials as ex *officio* members. Committee membership should be for a three-year term with one-third of the membership reappointed each year.

To advise effectively a program in supermarket management education, the committee's composition should include a majority of retail-oriented executives with the balance representing other factors in the industry. Representation from the food industry should include food chains, independent retailers, and may also include food wholesalers, food manufacturers, food brokers, equipment manufacturers, and trade associations.

All appointments to the advisory committee should be made by the top administrator of the college. This adds prestige and also ties in the administrator.

The committee should have bylaws. This matter can be handled by the steering group and subsequently presented to the total advisory committee. Such bylaws could provide for an executive committee comprised of a chairman and vice-chairman from industry and a secretary plus two additional members from the college. The chairman and vice-chairman should be elected by the advisory committee from among the industry members. Bylaws also spell out the structure and responsibilities of the advisory committee. This kind of approach garners respect from the industry members and insures a smooth operation.

It is important to keep the committee involved with matters pertaining to improving the program. They will take great pride in assisting the college, and the outcomes are usually mutually beneficial.

Further guidance on developing industry advisory committees is contained in *The Role of the Advisory Committee in Occupational Education in the Junior College,* Albert J. Riendeau, American Association of Junior Colleges, 1315 Sixteenth Street, N. W., Washington, D. C. 20036, $1.50.

THE SUPERMARKET MANAGEMENT PROGRAM

One of the underdeveloped opportunities in community colleges in the decades ahead is that of specialized programs serving a specific distributive industry. The manpower needs of distributive industries such as food strongly support the notion that much more can and should be done in this area. Industry needs new employees who have a substantial knowledge-base to make rapid progress to middle and top management. Expanding markets and business expansion are creating pressures which accelerate the needs for specially trained personnel. The distributive industries, particularly food distribution, are looking in all directions for assistance. Thus, opportunity is knocking for the community college.

As one surveys the immediate and long-term educational needs of the food industry, it is evident that the greatest need is for better-educated store managers. The store manager position is critical to the earning of an adequate profit by the retail food firm not only because sales and profits are generated at store level, but also because most of the upper-middle and top management talent is supplied from the ranks of store managers. While four-year college graduates will fill some of these positions, the food distribution industry is looking to specialized one- and two-year community college programs for a substantial share of their future management people.

These one- and two-year programs should be designed to develop employees who have exhibited leadership potential and an interest in the industry. A prime source for potential students and future management talent is the part-time and full-time employee currently working in retail food stores.

In addition, such programs should be aimed at the uncommitted and undecided nonemployee student who is searching for career direction. This source can serve as "new blood" for the industry, and development of it will result in benefits to the industry as well as the college.

Basic objectives in the total scope of a program should include the following:

1. Develop the student's communicative skills
2. Provide a fundamental knowledge of the principles of accounting, business management, general economics, and economics of food distribution
3. Provide a basic knowledge of the physiological characteristics of food products as they relate to handling and merchandising requirements
4. Provide a thorough understanding of the principles and concepts involved in successful operation of the supermarket
5. Improve the student's ability to think analytically and increase his general knowledge
6. Identify and develop the student's leadership and supervisory skills.

A community college pursuing the above through a sound program will be making a substantial contribution to the student, the food industry, and society.

Early in the planning for a supermarket management program the college administrator must make a decision regarding which department or division of the college will operate the new program. It is crucial that the program be administered by a group which

is creative with its knowledge and techniques while being sensitive to the opportunities such a program presents.

A significant aspect of the supermarket management program is the exposure of students to meaningful experiences in a supermarket. *To this end it is strongly recommended that the community college utilize the work-study approach.* Such a method is an application of the work-study plan to higher education in which students alternate between periods (often three or four months long) of full-time employment in responsible, educative jobs, and periods of full-time study. Work periods are supervised by the employer with the college representative giving surveillance to the work assignment and to the performance of the student worker. Comprehensive reports are usually required at the end of each work period. This plan uses real-life situations as laboratories in which theories and hypotheses are effectively tested. Students at work receive prevailing wages for the level of work performed.

Range of Mobility of Graduates

Students completing the supermarket management program will find their talents in demand because qualified management candidates available to the industry are in short supply. With adequate preparation, which should include on-the-job experience plus classroom studies, the student will be in a position to move more rapidly in the industry.

Supermarket entry jobs for many two-year graduates with work-related experience may be at the department manager level or at some point in a manager development program. Superior students with unusual characteristics may begin at the night manager or assistant manager level. These positions in the modern-day supermarket will be challenging, exciting, and financially rewarding. From these positions, movement upward is based on performing; and, there are many case histories of young men who have made the rank of store manager in two or three years after completing a two-year supermarket management program. Other positions in a supermarket firm or food chain are obtainable after serving a year or two at store level and after performing at an above-average level. It is typical in food chains to select headquarters staff personnel from store ranks. This substantiates the claim regarding advancement opportunities.

Since supermarket experience and training are very beneficial to other areas of food distribution, the range of jobs open to the student is extensive. For example, the affiliated food wholesale groups are looking for staff personnel with supermarket experience. Such experience is very useful as the wholesaler works closely with retail stores through various service programs such as retail merchandising, retail accounting, and store contact work. Anyone purchasing and promoting products at warehouse level must know what goes on at the retail level.

Also, the food processor and food broker may be interested in such a graduate. An effective manufacturer representative knows his outlet — the supermarket — very well. Having had store experience, the representative will have greater understanding of store problems and should perform at a higher level.

The vast majority of graduates will be absorbed in the retail phase of the industry. Numerically, this is where most opportunities are present and where the pace of upward movement is more rapid. Cooperating employers will readily recognize a high quality supermarket management program and be impressed with the students. As a result, overtures will be made to students to become permanent employees.

CURRICULUM PATTERNS

A curriculum describes the important components of what is to be taught and determines the relationships of these components to each other and to the outcomes desired. A curriculum also provides a consistent framework of values and the priorities for dealing with these values in the teaching-learning situation.

As the community college considers offering a supermarket management program, it must realize the focus of the program is on supermarket management and preparation for other specialized food industry jobs. Students must have an aptitude for the work in their area of interest and possess academic competency to handle the program.

A useful guide to curriculum building based on a study of local and industry needs is the following set of competencies strategic to success in mid-management:

1. *Competency in marketing* is basic to all students planning careers in supermarket management. The courses in the curriculum contributing to marketing competency are those dealing with marketing functions. The student should evidence operating knowledge of the various marketing functions and understand the underlying theory.

2. *Competency in technology* implies that the student has acquired some product knowledge and operations knowledge, and the techniques to apply this knowledge in the supermarket industry.

3. *Leadership competency* involves personal appearance, personality, and attitudes which are essential to food distribution employment. Supermarket management is a people-oriented sphere of work, and each student-worker should attain the degree of social skill necessary for his occupational goal. A graduate of a community college supermarket management program is expected to be able to supervise effectively and efficiently the work of other employees.

4. *Communicative and quantitative competency* constitutes the ability to continually apply, correctly and effectively, skills in communication and computation—particularly as they apply to the occupational situation. The student should be able to read and interpret communications, and be able to prepare reports and records containing qualitative and quantitative concepts used in middle management positions.

5. *Economic competency* relates to understanding corporate goals, fundamentals of the American economy — including the free enterprise system and the profit motive, and basics of other forms of economic systems. Economic competency further relates to the individual's ability to derive personal satisfaction from employment.

The stress on these competencies should not be overlooked. Vocation integrity or vocation excellence is irrevocably tied to the attainment of each competency appropriate to the occupational objective. Employers must also identify and recognize the necessary competencies and coach students in the development of them during the work-related periods.

A curriculum for supermarket management encompasses four curricular areas: 1) technical or specialized; 2) marketing and economics; 3) general business; and 4) general education.

1. *Technical or Specialized Courses:* The most unique of the four areas is the technical or emphasis area. This segment would include courses directed toward specialized concerns of the supermarket industry and management positions therein. Emphasis in this phase should be given to introduction to food marketing, supermarket merchandising, supermarket operations, and work-related experience. Such courses are not ordinarily found in community colleges and would have to be constructed by a faculty committee with the advice of a supermarket industry advisory committee. As a portion of the overall program, this area would represent 15 to 25 per cent of the total credit hours.

2. *Marketing and Economics Courses:* Marketing and economics courses are fundamental to all distributive occupations, particularly food distribution. They provide understandings of the marketing system, and essential functions and procedures operative in a free enterprise system. Included are courses in marketing, economics, sales promotion, advertising, market research, etc. This area should account for 15 to 25 per cent of total credit hours.

3. *General Business Courses:* The business or business administration area contains courses which develop general understandings of business. They may include study in law, business organization, management, finance, and accounting. This area might account for 20 to 25 per cent of total credit hours.

4. *General Education Courses:* Courses in the general education area are designed to improve and extend the student's communication, computational and analytical skills, and his understanding of his society and government. Typically, students enroll in such courses regardless of their educational goal. This area should account for 20 to 35 per cent of total credit hours in this program.

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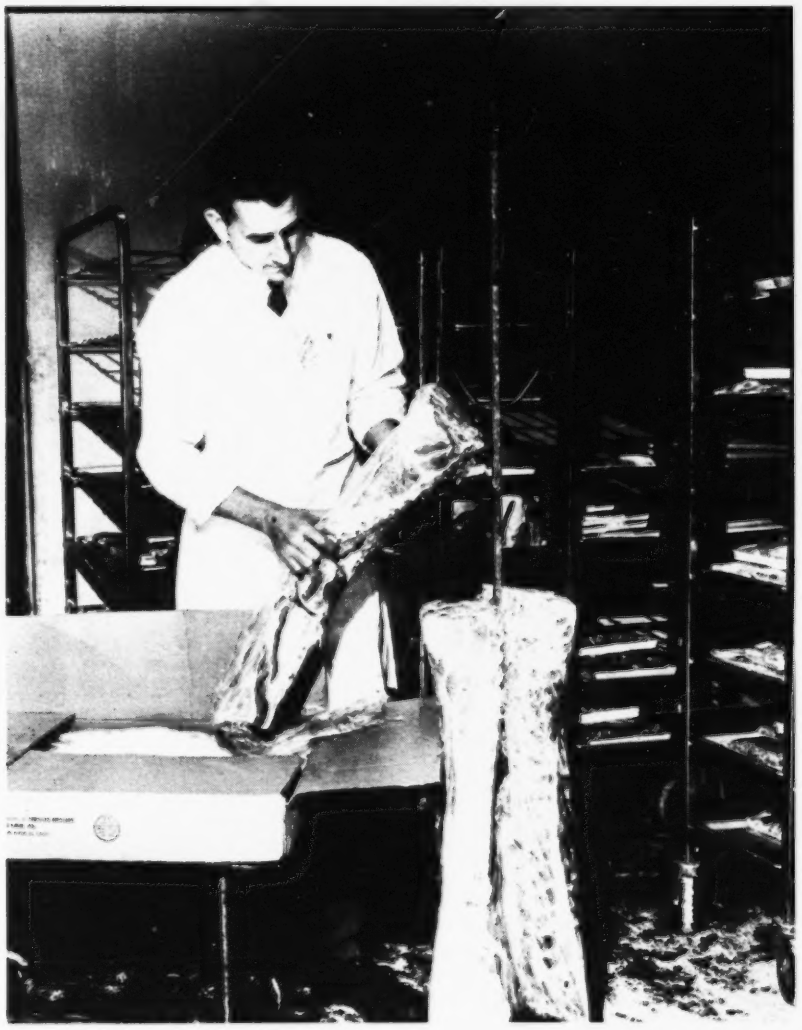

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Four Program Opportunities

Academic planning for a two-year program is a continuation of effort toward accomplishment of objectives stated in the previous chapter. It also reflects the institution's concerns for development of the five competencies in students as mentioned earlier in this chapter. As the program is planned, there will be many courses to recommend. It is important to keep in mind the notion of a "balanced education" as courses are selected. The following recommendations are offered to guide community colleges in academic planning:

Two-Year Program — Associate Degree: Establishing a two-year program in supermarket management will probably be the principal concern as the college begins its operations. After the two-year program is established, the staff and facilities can be utilized for additional program offerings in an efficient and economical manner.

A basic consideration in the two-year program is the inclusion of work-related experience, sometimes called on-the-job training, internship, or cooperative work experience. In the supermarket industry there is general agreement that qualified experience plus classroom learning is the most fruitful method of preparation for young people planning a career in food distribution. Most of the pioneer programs in this area do include work-related experience, the validity of which is substantiated by students, industry, and the schools themselves.

In this type of program, the community college provides instruction in the four curricular areas listed previously. The institution also assumes the responsibility for coordination between on-the-job and classroom training. Supervised work experience must be well planned and organized with definite objectives clearly established and agreed upon between employer, student, and the institution. Best procedure dictates that such a plan be in written form and arranged for effective follow-up and evaluation.

There are several ways to arrange work-related experience in a supermarket management program. However, three approaches which are most commonly used will be cited.

Part-Time Plan: Under this plan students would be available for work-related experience while they are pursuing a full-time academic program. Usually students would plan their school schedule in such a way to provide a block of work time either in the morning or afternoon plus some evenings and Saturday. The work week would total between 20 and 30 hours.

Summer Session Plan: In this plan the student receives his work-related training experience during the summer period. At this time he would not be enrolled on campus and thus would receive training on a full-time basis.

Alternating Semester Plan: Under this plan the student's program is arranged to provide alternation of school semesters with work semesters. For example, the student's first semester on the program would be on campus in classes. His second semester would be on the job full time. During the third semester the student would be on campus and the fourth semester on the job. In this alternating semester plan, the student is in school or at work for the full calendar year.

If the student's work assignment is within commuting distance, he may be advised to enroll in one course providing it does not interfere with his job responsibilities.

All three plans for placing work-related experience in the supermarket management are workable. However, the food industry shows considerable preference for the alternating semester plan for several reasons. In this plan the employer can give the student more intensive training because a larger time block is available at different times of the year. A management trainee secures a rounded experience through exposure to store operations during all seasons and conditions on a full-time basis. Also, more supervisory personnel are available to do the training on a full-time basis. A higher degree of reality is present in a full week's work schedule as compared to working after school, evenings, and Saturdays.

It is generally accepted that students should be granted credit toward an associate degree for their work experience. The employer pays the student the prevailing rate for the position occupied; and where union membership is stipulated, he must join. Students normally begin their work experience after being in the program for at least one semester.

The question arises concerning the draft status of students who are on their work semester. This important matter should be resolved with local draft boards. Usually, if the institution makes it clear that full-time work experience is required in the curriculum and that the program is recognized as cooperative education, the students will be exempt as long as other regulations are met.

Course Recommendations

1. *Technical or Specialized Area*
   *Introduction to Food Marketing
   *Supermarket Merchandising
   *Supermarket Operations
   *Work Internship

2. *Marketing and Economics Area*

Marketing	Market Research
Advertising	Economics
Sales Promotion	Labor Relations

3. *General Business Area*

Accounting	Introduction to Data Processing
Management	
Personnel Management	Business Finance
Human Relations	Business Organization
Supervision	Business Law

4. *General Education Area*

English Composition	Speech
Government	Psychology
Sociology	Business Mathematics

See Descriptions of Technical or Specialized Courses

*Introduction to Food Marketing: A basic course in the study of food marketing organization, practices, and problems with emphasis on the supermarket. Topics included are: economic importance of food marketing, history and development of food retailing, role of trade groups, systems of food distribution, food industry surveys, supermarket organization and management, food industry issues, and the future of the food industry.

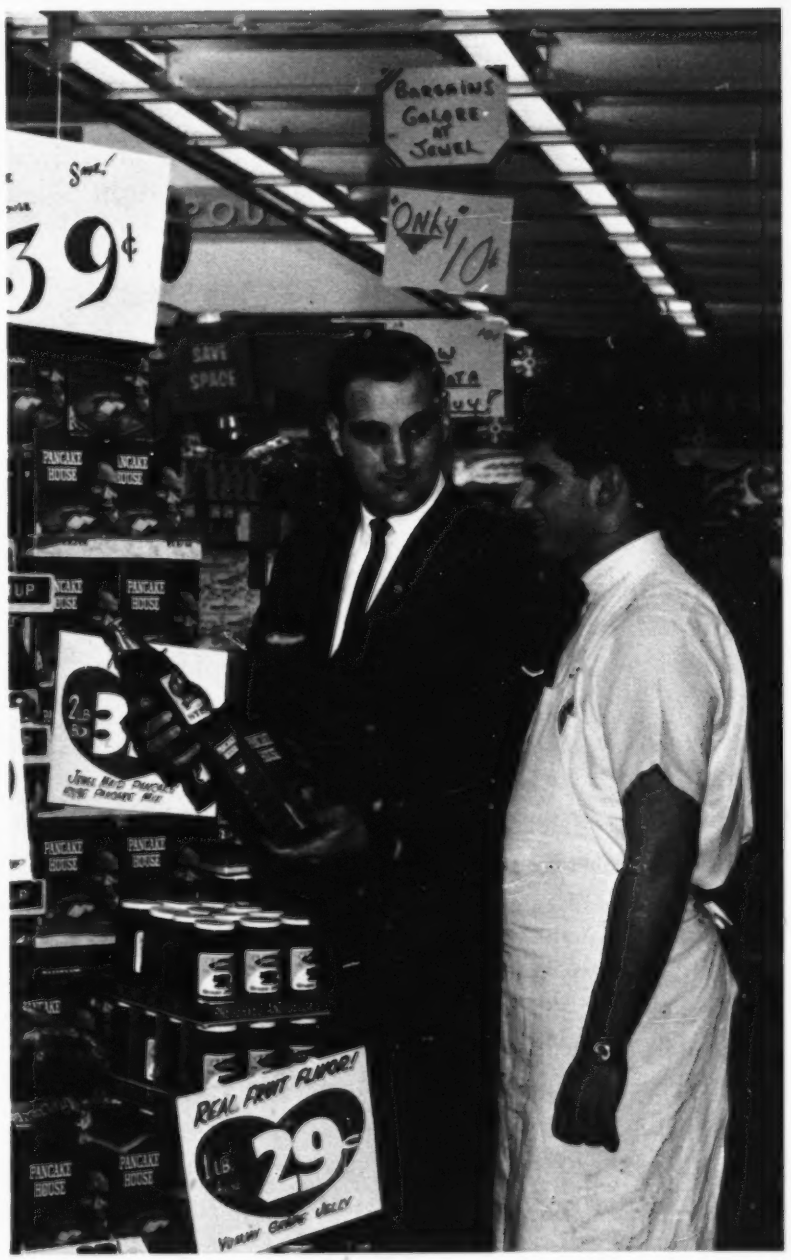
*Supermarket Merchandising: A course designed to acquaint the student with merchandising techniques as applied to the supermarket. Receiving emphasis: the store manager's merchandising responsibilities; an analysis of profit centers; customer motivation; consumer dynamics; product information; space management in store sales, promotion, and displays; inventory control; pricing; advertising; brand management; creative merchandising in specific departments; and increasing departmental as well as store sales and profits. Prerequisite: Introduction to Food Marketing

*Supermarket Operations: A study of operational aspects of the supermarket. Receiving attention: planning, organizing, and controlling the use of capital, personnel, equipment, and facilities; work methods; departmental operations; store security; housekeeping; supply control; sanitation; safety; scheduling; front-end management; cash control; and customer service. Prerequisite: Supermarket Merchandising

*Work Internship: A period of involvement through employment of supermarket management students in supermarkets. Such an involvement is based on a planned, purposeful, and meaningful training program supervised and evaluated by the school's coordinator as well as the employer. This course will also require analytical written reports and projects of the students, all of which are closly related to classroom instruction in most subjects, particularly the technical and specialized courses outlined above.

A Curriculum Pattern

The following is an example of a two-year degree program in supermarket management used in the Chicago area by a community college operating on the quarter system. This pattern was developed with the advice of an industry advisory committee and encompasses the concepts stressed in these guidelines:



Supermarket Management: Two-Year Program

First Quarter		Second Quarter	
Freshman English	3	Freshman English	3
Accounting	3	Accounting	3
Science Elective	5	Humanities Elective	5
Business Mathematics	5	Introduction to Food Distribution	3
Physical Education	1	Physical Education	1
	17		15

Third Quarter		Fourth Quarter	
Internship	3	Freshman English	3
Accounting Principles	3	Supermarket Merchandising	5
	6	Principles of Marketing Bus	5
		General Psychology	5
			18

Fifth Quarter		Sixth Quarter	
Internship	3	Political Science	5
Salesmanship Bus	5	Speech	5
	8	Supermarket Operations	5
		Physical Education	1
			16

Seventh Quarter		Eighth Quarter	
Internship	3	Organizational Psychology	5
Business Elective*	5	Business Elective*	5
	8	Business Elective*	5
			15

***Suggested Electives**

Advertising	Principles of Retailing
Business Law	Sales Promotion
Economics	Techniques

One-Year Certificate: A certificate program might be a very important phase of the community college's offerings in supermarket management. This will become evident upon an analysis of the community survey referred to in an earlier section. The feeling of the food industry is that a program should be developed which enables some company employees to further their formal education and prepare for management positions without a prolonged absence from the store. Students in the one-year program would be food-firm employees sponsored by their respective companies. They should be carefully selected on the basis of exhibited management potential, career interest in the food industry, and academic ability.

One-year programs should be primarily technical with a few courses in related fields required. Courses for this program would be taken from the regular two-year program. The objective of this program is to accelerate the development of knowledge and skills necessary for success in managing a supermarket. Course instruction must take account of the higher experience level and maturity of the student who would enroll in such a program.

The certificate program, as well as the degree program, should be open ended to allow students to continue their education. Upon completing a one-year program, the student may choose to meet the additional requirements of the degree program.

Following is an example of a one-year certificate program:

Supermarket Management: One-Year Program

Introduction to Food Marketing	3	Supermarket Operations	3
Principles of Management	3	Fundamentals of Speech	3
Supermarket Merchandising	3	Human Relations	3
Business Psychology	3	Accounting	3
Economics	3	Introduction to Data Processing	3
	15		15

Total Credits: 30

Continuing Education Programs: As a total supermarket management program unfolds, it might be advantageous to develop continuing education programs for supermarket industry employees. The community college, aided by the advice of the advisory committee for supermarket education, will want to offer continuing education and adult occupational programs that are designed specifically for the industry's needs.

There can be much variety in the programs. Some will be one-day seminars or a series of sessions lasting several weeks or a school term. Others might be three-day clinics or workshops designed to treat a specific problem area intensively in a short time.

Programs in this area may be designed for a particular segment of industry to retrain employees for some new technology in their jobs, or it may equip them with new skills for professional growth and job advancement.

Types of programs or courses in the continuing education area are virtually unlimited in subject or length of program depending upon the competencies

of the school and industry's needs. Parts of existing courses can be the nucleus for offerings in this phase of the program provided industry interest is present. Also, courses apart from the regular degree and certificate programs could be developed to be taught by industry instructors. It is wise to work closely with the advisory committee to locate resource people and materials for this area, as well as the development of schedules.

Following is a partial list of topics that may be considered:

1. Supermarket-checker education
2. Product information
3. Pilferage control
4. Check cashing
5. Grocery merchandising
6. Materials handling
7. Departmental clinics (produce, dairy, meat, bakery, etc.)
8. Nonfoods merchandising
9. Meat merchandising
10. Customer relations
11. Employee scheduling
12. Data processing for supermarkets
13. Business law
14. Human relations
15. How to train employees
16. Supervisory training
17. Food marketing
18. New items
19. Civil disturbances
20. Coaching and development of employees.

Community Service Programs: Community colleges through a supermarket management program must always be aware of the value inherent in allowing the food industry to utilize its facilities. This is an excellent public relations tool and creates a closer relationship between community, industry, and college.

By hosting industry meetings staged by associations, retailers, wholesalers, manufacturers, or governmental agencies, the college thus creates an opportunity for the guests to become familiar with the supermarket management program. In the broadest sense any cooperative effort of the staff and use of facilities by the food industry is a community service program.

THE FACULTY

A competent, dynamic faculty is very basic and necessary to the development, growth, and success of an occupational education program.

Realistically, the first staff member for a supermarket management program might be a faculty member in the business or distributive education division who would be assigned new responsibilities. Such a person would need to build familiarity with the industry, ideally through an accelerated training program in a supermarket. The advisory committee would be helpful in this matter. A qualified coordinator for the supermarket management program should be assigned as soon as possible after the college administration, acting on the advice of the advisory committee, determines that the new program will become a reality. It is only reasonable that the coordinator should be involved as early as possible, perhaps six months to a year before students arrive, in initial planning and organizing activities. There are many decisions to be made at this point including curriculum content, facilities to be used, program promotion, recruitment, and selection of students.

Locating prospective faculty members for a specialized community college program is a difficult task. The most desirable qualifications are suitable academic preparation (a B.S. in marketing, retailing, or management) and store management experience.

It follows that the food industry is a primary source for specialized staff. With a concentrated search, it is usually possible to locate persons who have the required educational background and who have had well-rounded management experiences in the food industry. Upon consulting with such persons and presenting the new and rewarding opportunity to become directly involved in a new program or service to the food industry and young people, there may be several serious contenders for staff positions. Leads to such people may come from industry executives who are a part of the steering and advisory committees. These people, because they know the industry and generally the people in it, can be very productive in the search for staff. Frequently, interested people will respond to a newspaper story on the new program announcement. Several means must be used to locate interested persons.

Not to be overlooked as a source are universities and colleges offering a baccalaureate degree and master's degree in food distribution. Some students in these programs decide to become certified to teach in addition to earning a food marketing major. A list of these schools is available from Super Market Institute (address in the Appendix).

Food trade associations at local, state, and national levels frequently have established contact with industry personnel desiring to change their employment. Executives of these groups should be aware of teaching opportunities available and qualifications needed for these positions.

Placement centers at universities and colleges might be informed of this new opportunity. The same would apply to state departments of education with occupational education divisions.

Selection and Qualifications of the Coordinator

The coordinator of a supermarket management program will, out of necessity, wear many hats. He will be expected to be administrator, teacher, advisor, public relations director, consultant, and coordinator while representing his college. He will need to be enthusiastically interested in the needs and future of the food industry. This must reflect total concern.

A successful coordinator will be equipped to work adequately with college administrators, advisory committees, industry executives, unions, trade associations, and civic groups. Most important is his desire to be of service to students as they prepare for the future.

It is difficult to find uniformity in job requirements and academic qualifications in community colleges because of varying state and local regulations. Job descriptions of the individual position are not always uniform either.

The following are offered as desirable qualifications for the coordinator:

1. Bachelor's degree in food distribution, business administration, or marketing
2. Occupational experience at the management level in the food distribution industry.
3. Interest and enthusiasm for education
4. Administrative and public relations abilities.

Of course, it is a challenge to find a person with all of these qualifications. However, these will serve as targets in the search for a coordinator.

Qualifications of Teaching Faculty

Regular teaching faculty may not be required to possess the same qualifications as necessary for the coordinator. It is important that the instructor have food industry management experience to build competency in specialized course areas. It seems logical to expect a B.S. degree in business. Again, state laws and local regulations vary widely on the matter. There are situations in many states and communities which permit an instructor to receive temporary certification while participating in vocational education courses or in-service institutes leading to regular certification.

Part-time instructors from industry have been utilized with much success. Such people might teach one or two courses and probably could build great rapport with students, particularly in adult classes. It is not uncommon for these people to become very interested in teaching. They might choose it for a full-time occupation because they usually know their subject well, command respect of the class, and like the challenge of teaching.

Responsibilities of the Faculty in Supermarket Management

The faculty must be sensitive to the three principal groups it serves—students, industry, and the community college. Sincere recognition of these responsibilities will be adequate motivation for faculty to build a meaningful and successful program.

Responsibilities to the Student

- To encourage students to set and pursue a career objective
- To stimulate the student to learn the supermarket industry, focusing on necessary competencies which encourages success
- To provide specialized supermarket-oriented classes
- To locate supervised work experience in supermarkets

- To evaluate periodically students' progress in the classroom and on the job
- To encourage student participation in extra-curricular activities, thus providing leadership exposure
- To expose the student to all facets of the food industry through field trips and classroom talks by industry people
- To develop the students' managerial ability.

Responsibilities to the Industry

- To familiarize the food industry with objectives of the program emphasizing the students' development on the job
- To inform the industry of the supportive role it can play in the classroom learning situation
- To provide a pool of trained management candidates
- To promote the program among young people with the cooperation of the industry
- To offer special adult programs for upgrading of in-service workers
- To carry on constant dialog with the industry through being where the industry is — meetings, visits, etc.
- To inform the industry of school services available to industry
- To work closely with the advisory committee
- To do a quality job of educating young people for the food industry of the future.

Responsibilities to the Community College

- To conduct a program which is consistent with the philosophy of the institution
- To maintain a quality program that meets the needs of students and industry and the standards of the institution
- To inform the administration of current happenings in the food industry which may have impact on the program
- To develop an ongoing plan of evaluation and research striving toward program improvement
- To be an effective representative for the institution.

THE STUDENT

As mentioned in an earlier section of this publication, the opportunities in the supermarket industry are vast. With continued growth, the opportunity for advancement is excellent, particularly for the trained person. When this information is communicated to young people, many careers will be launched in this industry.

The community college offering a supermarket management program looks to many sources for prospective students. After a program is initiated and becomes better known in a community, industry enrollments will grow in all phases of the program. Following are some primary areas to be investigated as sources of students:

The Food Industry

An excellent source of prospective students will be found in the supermarket industry itself. Employees should be encouraged to consider course-work in a supermarket management program to enhance their promotional potential. If the employee is a part-time employee, he may become interested in the regular daytime program. If he is on a full-time employment basis, he would be a candidate for the adult evening program. Many times sons and daughters of the store manager or owner have had good experience in on-the-job training, but would like to enhance their previous experience through an educational program. Owners and managers will be interested in part-time evening courses if they are scheduled when participation is possible.

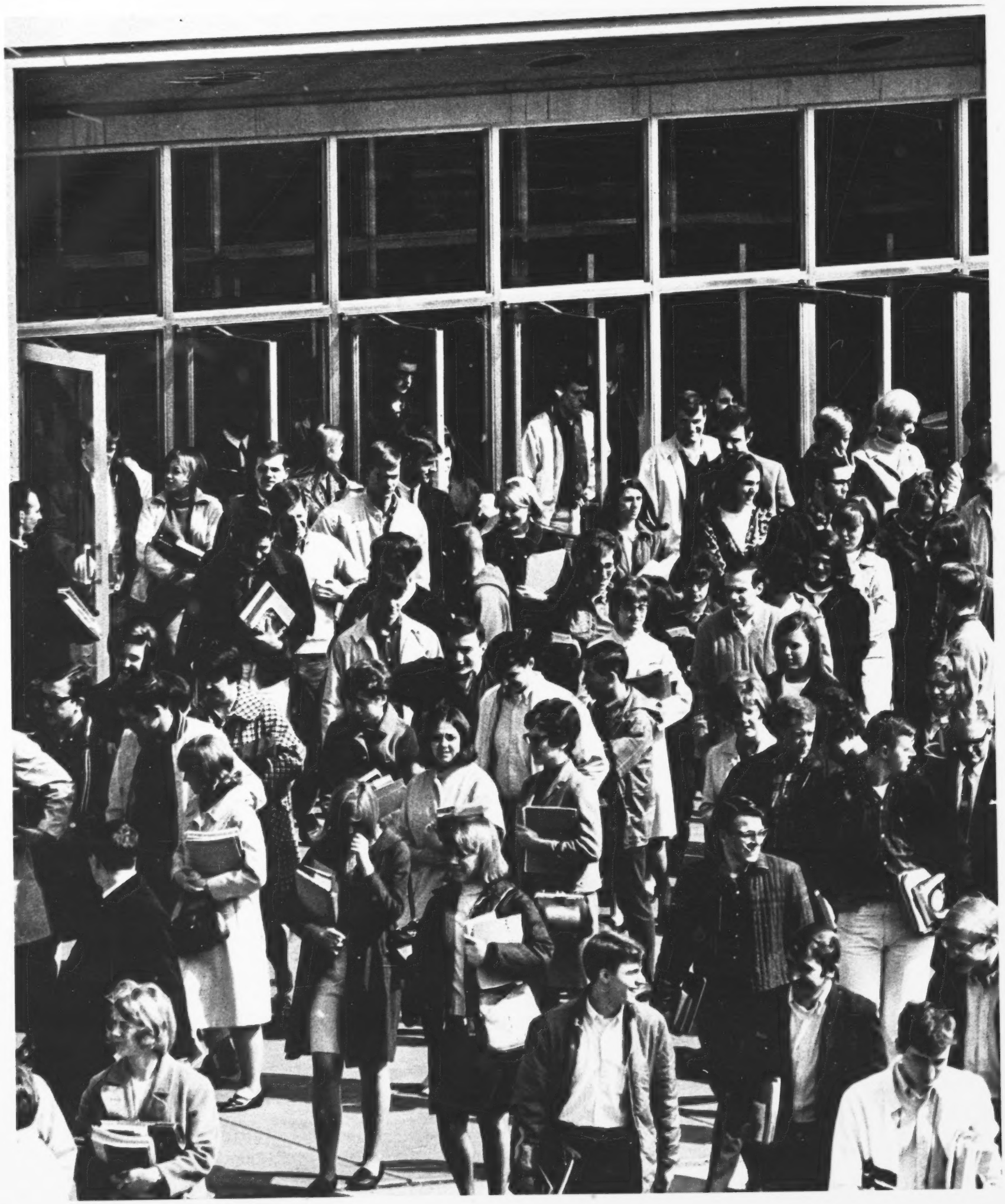
Additional sources within the food industry would be employees of food wholesalers, food brokerage firms, and sales personnel who represent grocery manufacturers. Other related suppliers should be contacted for recruiting students. In this category are store equipment and supply firms. These people would be attracted to supermarket educational programs offered by the community college.

With the food industry firmly supporting educational programs, firms will be anxious to work with local educational institutions. Tuition-aid programs will be an additional stimulus to enrollments in a supermarket management program. It is recommended that the program coordinator develop a very close relationship with the area food industry through the advisory committee. It will pay dividends in the form of students.

Area High Schools

A principal source of students will be the area high schools. Many a student will be making career plans based in part on available programs in the community college. This is the time for the program coordinator to put forth a sound recruiting effort. Students who have enrolled in distributive education programs have had an exposure to marketing and distribution, and they might have an interest in the supermarket industry. There must be a good working relationship with the distributive education coordinator.

Opportunities for recruiting stem from community college personnel appearing in high school classes to talk about the food industry. The fact that the pro-



gram coordinator is available for individual or small interest-group conferences will be an avenue to student recruitment. A "food industry career information day" comprised of high school students meeting on the college campus may attract good prospects for the program.

An informational program must be developed for use with high school guidance counselors. A successful technique is to invite area high school guidance personnel to dinner meetings for the purpose of orienting them to opportunities available in the field. Such a meeting would logically feature the advisory committee chairman or some other committee member who would reflect industry's interest in educated young people. At the meeting printed materials for students and teachers could be distributed.

An ongoing program of recruiting activities at high school level is essential for the supermarket management program.

Community College Students in Other Programs

Whenever a new program is introduced in a community college, some students enrolled in other programs may elect to make a change. The fact that they may change is caused by reasons too numerous to discuss here. The fact that such a change does occur places a challenge on those in charge of the supermarket management program to develop a liaison with the counselors at the institution. Keep them informed of career opportunities and developments through clear and frequent communications both oral and written. This is so important because of the newness of the area and the changes occurring within it.

Students in other programs might be encouraged to take a supermarket course as an elective for the purpose of exploration. At a later date, he may become interested in becoming a full-time student in the program. This encouragement could come from counselors, coordinator, and other classroom teachers.

The program leadership must develop excellent relations with the three sources of students just mentioned. To accomplish positive results, much time and effort will be necessary. Community college administrators, as well as the advisory committee, should understand the faculty's need for time — especially at the beginning — for program planning and development, and the recruiting, counseling, and placement of students. Adult and continuing education, as well as one- and two-year programs, deserve equal emphasis. It is possible that part-time students in a continuing education or noncredit program will be a source of students for the degree programs.

THE FACILITIES

Unlike many community colleges — technical or occupational programs — a supermarket management program, when organized on a cooperative education basis, requires very little additional facilities other than regular college classrooms. If a community college elects to use this plan, all the on-the-job training would be done in the community food stores. The food stores in the community become the community college laboratory for management development. Thus, the financial investment to the institution will be minimal.

Specialized equipment needs beyond that normally found in a typical college classroom will be at a minimum for the needs of the supermarket management program.

There should be bulletin board and pegboard areas for displaying point-of-sale aids used to merchandise grocery products. Three or four overhead wires could be installed to accommodate larger decorative sales aids.

All necessary periodicals would be on file in the college's regular library with a special section designated for this area. The section would include vertical files containing pamphlets, manuals, reports, and clippings which will be very vital to the learning activities of supermarket management students. All audiovisual materials should be at a central source and made available when needed. Students will use such a resource center frequently, and it will become a vital aspect of the program.

It is very important that students, as well as faculty, be acquainted with the trade journals in this dynamic field. This resource is essential to good teaching and student motivation. A list of resource materials may be found in the Appendix.

PROGRAM FUNDING

Financial aids for instruction, operation, and capital outlay will come from several sources and will vary from one junior college district to another as well as from one state to another. Community college administrators are referred to their state department of education, vocational division, for a primary source of funds. In that office there is a director of vocational education who is familiar with federal and state legislation which provides limited funds for occupational education programs such as supermarket management.

Since this program is distribution oriented, available funds would be administered through the division of distributive education. Requirements for

reimbursement to the local institution are determined by this division.

For practical purposes, the initial expense for starting a program in supermarket management is modest. It is assumed that the institutional costs and occupancy costs will become part of the institution's regular operating budget. Expenses other than the instructor's salary may be included in a separate budget emanating from the advisory committee. If the industry is sold on the potential in a new supermarket management program, it may support a modest budget to cover items not easily supported through the college's budget. Some possibilities:

1. The development, production, and distribution of a program brochure should involve the advisory committee. They will readily agree that this is a necessary tool required in building a program and possibly share the cost. This would also apply to other kinds of promotional materials, many of which can be created by company advertising departments.

2. Another budget item would cover library and audiovisual materials. The industry recognizes the need for reference material and will be willing to contribute toward this need over a period of several years. Many materials may be contributed such as subscriptions to trade journals.

3. The industry may be willing to provide financial aid to students through scholarships, grants-in-aid, and a student loan fund. These would be helpful in creating student interest in the program.

4. Also included as a budget item would be travel expenses for instructional staff to attend some industry meetings. Participation in such meetings is a valuable experience for faculty and the food industry. It is part of the faculty's in-service education and might be instrumental in building a better program. Attendance also accomplishes, in part, the task of trade relations.

5. Certain program promotion costs other than printed material might also be included in such a budget. A "Food Industry Career Day" for prospective students, and a luncheon for guidance counselors and school administrators would be examples of such promotional efforts for which funds might not be available from school sources.

It is worth mentioning here the experience of one institution which organized and developed a very successful supermarket management program. The operating budget for these "extras" came after over one year of groundwork carefully charted by the program leadership in concert with the advisory committee. When the program did get underway, the necessary support was secured. It is important to understand the close partnership needed to have a successful program. This can exist even though the committee is advisory in nature.

PROGRAM INFORMATION AND PUBLIC RELATIONS

Vital to the success of any new venture in a community is the public relations program. A new program will flounder if it is not given the proper public relations treatment. Public relations and promotion are a never-ending process of educating and developing the favorable attitude of the food industry, students, and the total community to win acceptance, approval, and support of a program. Success of any new program is in the hands of those charged with responsibilities for program organization and implementation.

Following are some suggestions of basic public relations methods for use in a supermarket management program:

Brochures

A basic tool of public relations designed to present program information is the brochure. An attractive brochure can be most useful with the food industry, students, parents, counselors, teachers, and other segments of the community. Since there is a general lack of knowledge about the industry and careers in it, the brochure should contain information about the scope of the industry, kinds of jobs available, personal qualifications, rewards, and whom to contact for further details. Additionally, a program brochure should give some information concerning the nature of the program, type of courses available, and an explanation of the curriculum including on-the-job work experience. Student club activities associated with the program should be explained. Scholarship and other financial aid programs should also be mentioned as well as tuition and fee costs.

F O O D M A R T

Displays

An effective method for promoting the supermarket management program is the use of displays in as many locations as possible. An attractive display in the college trophy case or student commons would gain much attention from students. Such displays may be prepared by students as individual or group projects in connection with class activities. Displays can include classroom projects, on-the-job pictures, success stories of graduates, opportunities in the industry, and club activities.

Such displays may also be housed in appropriate locations in high schools, downtown bank windows, food stores, and at food industry meetings. Interesting displays that are well presented should be utilized as a means of gaining program support so necessary for an effective program.

College Newspaper

The campus newspaper is an excellent vehicle to promote the supermarket management program. A schedule of articles embracing all facets of the program should be developed. A supermarket management student with writing talents might become a reporter for the school paper.

Local News Media

Early in program development, contacts with local media must be made. Such media as newspapers, radio, and television are usually anxious to receive news and pictures of educational program activities. If the institution has a public relations director, he should be kept informed of newsworthy developments. Business editors of the local media should be very much aware of program news.

Career Days

Another approach for publicizing the program is a "career information day" at both high school and college levels. Advisory committee members will usually be available for participation in such an event. Brochures and other printed material can be passed out with an invitation extended to students for a second interview.

Direct Mail

This approach can be used to communicate with store employees about this unique educational opportunity. Direct mail should be used to keep the industry up to date about new developments in the program. A mailing list of interested persons should be developed and utilized. The program coordinator can use direct mail to express appreciation to training stores and other members of the industry who have cooperated with the program.

Field Trips

Field trips provide a significant means of exposing students to industry as well as employers and employees of the industry to students. Experience of one institution shows that food students' interest and motivation are favorably affected by field trips to industry facilities. A successful field trip will include a conference with industry executives plus a question-answer period in addition to the plant tour. The food industry is generous in its field trip programs as well as being anxious to provide such experiences to supermarket management students.

Employer-Employee Banquets

In a supermarket management program using the cooperative method of training, the employer-employee banquet is usually an annual affair. On such an occasion, employers and other community citizens who have assisted in the development of students are honored. Also, students are recognized for their outstanding accomplishments during the year. The advisory committee is also honored at this annual affair for their contribution to the program. Banquets of this sort can do much for a sound public relations program.

Public relations is an ongoing activity which, if effectively done, will pay great dividends. It is a prime responsibility of the program coordinator, working with the advisory committee, to carry out a public relations program.

WRAPPINGS
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PROGRAM EVALUATION

Program evaluation is a difficult but necessary task if the instruction is to serve the needs of the student and the industry on a continuing basis. The fact that it is not possible to establish completely objective criteria for an instructional program does not justify the failure to make an attempt at evaluation.

One of the most important requirements for meaningful evaluation is a *clear definition of program objectives in the beginning.* It is impossible to evaluate the effectiveness of a program if the objectives are not clearly defined and understood by all concerned. This first step will also prevent possible misunderstandings between the faculty and administration of the community college and industry cooperators.

The program objectives should include educational as well as occupational objectives. Once the program objectives have been set, the progress towards the objectives should be reviewed periodically. It is quite possible that the program objectives may be revised based upon changing needs or direction.

Although an industry advisory committee should be directly involved in program evaluation, the final decisions and responsibilities must lie with the community college.

Following are suggested criteria or methods for evaluating program effectiveness:

(1) *Testing:* Pre-enrollment and terminal testing will help to evaluate the degree of attainment of educational objectives.

(2) *Occupational Performance:* The achievement of occupational objectives is important but must be considered in view of differing abilities of individuals and company characteristics. The rate of advancement of program graduates compared with nonprogram graduates can sometimes be helpful.

(3) *Growth and Reputation of Program:* A growing program in terms of the quality and quantity of students is usually a good indication of effectiveness. The general attitude and interest of students and businessmen toward the program is a useful, but not infallible evaluation criterion.

(4) *Student and Industry Evaluation:* Students and food industry employers can be of invaluable assistance in evaluating a program, especially concerning its relevance to occupational requirements. It is usually better to obtain student evaluation after graduation and after the student has had an opportunity to assess the program in light of his work experience.

(5) *Course and Faculty Evaluation:* It is important to assess the relevance and content of courses continually. Specialized courses should be evaluated on the basis of how well they relate to actual industry conditions and practices. The subject-matter knowledge and teaching effectiveness of the faculty is critical in any educational program and should be included in the evaluation.

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APPENDIX

SOURCES OF REFERENCE MATERIALS FOR USE IN A SUPERMARKET MANAGEMENT PROGRAM IN COMMUNITY COLLEGES

"A Series of Eight Food Distribution Textbooks" — Home Study Division, Food Distribution Program, Warren Hall, Cornell University, Ithaca, New York 14850

"Listing of SMI Publications, Reports, Films, and Training Materials"

"Recommended Sources of Facts and Figures on Retail Food Distribution"

"Recommended Films and Filmstrips Applicable to the Retail Food Industry" — Super Market Institute, 200 East Ontario Street, Chicago, Illinois 60611

"Publications Available from NAFC — An Annotated List" National Association of Food Chains, 1725 Eye Street, N.W., Washington, D. C. 20006

"NARGUS Catalog of Books, Business Records, Visual Aids, Services — For Food Retailers — For the Food Industry" National Association of Retail Grocers, 360 North Michigan Avenue, Chicago, Illinois 60601

FOOD DISTRIBUTION INDUSTRY NATIONAL TRADE ASSOCIATIONS

COOPERATIVE FOOD DISTRIBUTORS OF AMERICA
505 Park Place, Park Ridge, Illinois 60068

An association dedicated to the growth and development of the retailer-owned system of food distribution. Members of this group operate wholesale distribution centers which are owned by the retailers which they serve. CFDA functions in three areas — national affairs, information and education, and public and trade relations.

NATIONAL-AMERICAN WHOLESALE GROCERS' ASSOCIATION
51 Madison Avenue, New York, New York 10010

NAWGA is comprised of member wholesalers who serve voluntary group stores, independent stores, local chains, regional chains, convenience stores, and institutional food-service operations. The association provides management services and educational programs for its membership.

NATIONAL ASSOCIATION OF FOOD CHAINS
1725 Eye Street, N.W., Washington, D. C. 20006

NAFC's membership consists of chain store companies of all sizes. A major area of service is designed to fill needs of corporate-level food chain management. The association carries on an educational program for its members. It also publishes several significant food industry reports.

NATIONAL ASSOCIATION OF RETAIL GROCERS OF THE UNITED STATES
360 North Michigan Avenue, Chicago, Illinois 60601

NARGUS has in its membership both single and multiunit food stores. A federation of state and local associations across the country links members with national headquarters. This group has an extensive educational program as well as publishing a large number of bulletins on a wide variety of store management topics.

SUPER MARKET INSTITUTE
200 East Ontario Street, Chicago, Illinois 60611

SMI is the largest single organization in the food distribution business serving retailers and wholesalers in the United States and throughout the world. This organization concentrates its efforts on research and education, with prime emphasis in the development of people, systems, and standards. SMI has been of great help in the development of food distribution programs in educational institutions. Its information service and library are unmatched anywhere in the food industry.

FOOD DISTRIBUTION INDUSTRY NATIONAL TRADE PUBLICATIONS

Chain Store Age
(Supermarket Executives Edition)
2 Park Avenue
New York, New York 10016

Food Topics
205 East 42nd Street
New York, New York 10017

NARGUS Bulletin
360 North Michigan Avenue
Chicago, Illinois 60601

Progressive Grocer
420 Lexington Avenue
New York, New York 10017

Supermarket News
7 East 12th Street
New York, New York 10003

Voluntary and Cooperative Groups Magazine
360 North Michigan Avenue
Chicago, Illinois 60601

There are many other trade publications primarily at the state, regional, and local levels. Consult with local trade outlets for further information.